

West End Elementary

314 Pelzer Highway
Easley, SC 29642

Grades	K-5 Elementary School	
Enrollment	614 Students	
Principal	Katherine W. Holcombe	864-855-8165
Superintendent	Dr. Mendel H. Stewart	864-855-8150
Board Chair	Mrs. Shirley Jones	864-855-1459

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	42	37	3	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Good	Unsatisfactory	Yes

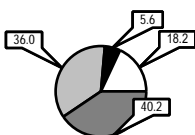
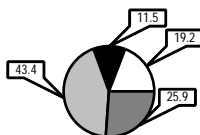
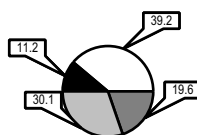
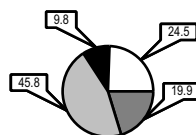
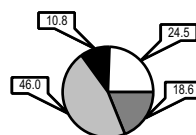
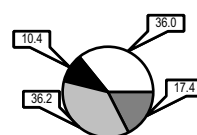
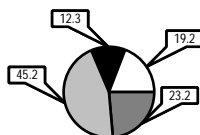
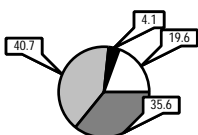
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	309	99.7	17.9	36.1	40.4	5.6	58.6	Yes	Yes
Gender									
Male	160	99.4	23.4	40.7	32.4	3.4	46.9		
Female	149	100.0	12.1	31.4	48.6	7.9	70.7		
Racial/Ethnic Group									
White	238	100.0	16.9	32.4	44.4	6.2	60.9	Yes	Yes
African American	56	100.0	15.7	54.9	27.5	2.0	52.9	Yes	Yes
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	13	92.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	275	99.6	13.0	36.6	44.5	5.9	64.6		
Disabled	34	100.0	58.1	32.3	6.5	3.2	9.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	309	99.7	17.9	36.1	40.4	5.6	58.6		
English Proficiency									
Limited English Proficient	13	92.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	296	100.0	17.0	36.1	41.2	5.8	59.6		
Socio-Economic Status									
Subsidized meals	161	99.4	21.8	43.7	33.1	1.4	47.2	Yes	Yes
Full-pay meals	148	100.0	14.0	28.7	47.6	9.8	69.9		

Mathematics – State Performance Objective = 36.7%									
All Students	309	99.7	19.2	43.4	25.9	11.5	55.6	Yes	Yes
Gender									
Male	160	100.0	22.6	45.2	21.2	11.0	51.4		
Female	149	99.3	15.7	41.4	30.7	12.1	60.0		
Racial/Ethnic Group									
White	238	100.0	15.1	41.3	30.2	13.3	62.2	Yes	Yes
African American	56	100.0	33.3	51.0	11.8	3.9	33.3	Yes	Yes
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	13	92.3	40.0	50.0	0.0	10.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	275	99.6	16.5	43.5	27.5	12.5	58.8		
Disabled	34	100.0	41.9	41.9	12.9	3.2	29.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	309	99.7	19.2	43.4	25.9	11.5	55.6		
English Proficiency									
Limited English Proficient	13	92.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	296	100.0	18.4	43.3	26.7	11.6	57.0		
Socio-Economic Status									
Subsidized meals	161	99.4	27.3	51.7	18.2	2.8	38.5	Yes	Yes
Full-pay meals	148	100.0	11.2	35.0	33.6	20.3	72.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	309	99.7	38.9	30.2	19.6	11.2	30.9
Gender							
Male	160	99.4	44.8	28.3	17.2	9.7	26.9
Female	149	100.0	32.9	32.1	22.1	12.9	35.0
Racial/Ethnic Group							
White	238	100.0	32.0	32.0	22.7	13.3	36.0
African American	56	100.0	64.7	23.5	7.8	3.9	11.8
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	13	92.3	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	275	99.6	34.3	31.9	21.7	12.2	33.9
Disabled	34	100.0	77.4	16.1	3.2	3.2	6.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	309	99.7	38.9	30.2	19.6	11.2	30.9
English Proficiency							
Limited English Proficient	13	92.3	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	296	100.0	37.5	31.0	20.2	11.2	31.4
Socio-Economic Status							
Subsidized meals	161	99.4	50.7	31.0	16.2	2.1	18.3
Full-pay meals	148	100.0	27.3	29.4	23.1	20.3	43.4

Social Studies							
All Students	309	99.7	24.2	46.0	20.0	9.8	29.8
Gender							
Male	160	99.4	26.9	43.4	21.4	8.3	29.7
Female	149	100.0	21.4	48.6	18.6	11.4	30.0
Racial/Ethnic Group							
White	238	100.0	22.2	44.0	21.8	12.0	33.8
African American	56	100.0	27.5	56.9	13.7	2.0	15.7
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	13	92.3	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	275	99.6	18.9	48.4	22.0	10.6	32.7
Disabled	34	100.0	67.7	25.8	3.2	3.2	6.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	309	99.7	24.2	46.0	20.0	9.8	29.8
English Proficiency							
Limited English Proficient	13	92.3	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	296	100.0	22.7	46.9	20.6	9.7	30.3
Socio-Economic Status							
Subsidized meals	161	99.4	32.4	51.4	13.4	2.8	16.2
Full-pay meals	148	100.0	16.1	40.6	26.6	16.8	43.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	116	100.0	9.9	27.9	48.6	13.5	62.2
	4	91	100.0	27.8	42.2	27.8	2.2	30.0
	5	96	100.0	15.4	56.0	27.5	1.1	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	98	99.0	4.5	30.7	52.3	12.5	64.8
	4	115	100.0	19.1	41.8	38.2	0.9	39.1
	5	96	100.0	29.9	34.5	31.0	4.6	35.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	116	100.0	8.1	45.9	36.0	9.9	45.9
	4	91	100.0	26.7	43.3	13.3	16.7	30.0
	5	96	100.0	30.8	42.9	17.6	8.8	26.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	98	99.0	13.5	59.6	19.1	7.9	27.0
	4	115	100.0	17.3	30.9	40.0	11.8	51.8
	5	96	100.0	27.6	42.5	14.9	14.9	29.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	98	99.0	31.8	39.8	23.9	4.5	28.4
	4	115	100.0	38.2	30.0	21.8	10.0	31.8
	5	96	100.0	47.1	20.7	12.6	19.5	32.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	98	99.0	10.2	51.1	27.3	11.4	38.6
	4	115	100.0	25.5	49.1	20.9	4.5	25.5
	5	96	100.0	36.8	36.8	11.5	14.9	26.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 614)				
First graders who attended full-day kindergarten	100.0%	Up from 94.0%	100.0%	100.0%
Retention rate	3.4%	Down from 4.5%	3.0%	3.0%
Attendance rate	96.2%	Down from 96.7%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%	Down from 6.0%	4.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.6%	Down from 4.6%	3.5%	3.2%
Eligible for gifted and talented	17.9%	Up from 16.9%	14.2%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.1%	Down from 9.2%	9.1%	8.2%
Older than usual for grade	0.8%	No change	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	76.9%	Up from 59.5%	53.3%	52.6%
Continuing contract teachers	94.9%	Up from 92.9%	86.1%	83.3%
Highly qualified teachers	94.6%	Down from 97.1%	92.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.0%	Down from 93.0%	88.3%	87.0%
Teacher attendance rate	95.7%	Down from 95.9%	95.1%	95.0%
Average teacher salary	\$47,099	Up 6.4%	\$41,747	\$41,703
Prof. development days/teacher	11.3 days	Down from 11.6 days	13.0 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	5.5	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 21.4 to 1	18.9 to 1	18.8 to 1
Prime instructional time	91.3%	Down from 91.6%	89.8%	89.8%
Dollars spent per pupil*	\$5,878	Down 4.2%	\$6,095	\$6,242
Percent of expenditures for teacher salaries*	64.8%	Down from 66.6%	66.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

West End Elementary School serves a diverse population of 615 students in kindergarten through fifth grade. The school's mission statement is "West End Elementary School, in cooperation with home and community, will provide all students a strong educational foundation encouraging personal and academic excellence through creative and quality learning experiences." Parents, teachers, and staff of West End strive to form a strong team for our students. The PTA and business partners are supportive of the mission of the school. Parents participate in school activities by volunteering or attending parent workshops. Additional play spaces and equipment were installed by the PTA to serve the students housed in the new building.

With the addition of an instructional coach, the school staff has studied PACT and EduTest results, the state curriculum standards, and SACS information to determine strengths and weaknesses of West End students and the curriculum. Academic Plans for Students were written to address student weaknesses and an improvement plan has been designed to address school deficiencies through staff development and curricular changes. Students received assistance through a beyond the school day remediation program as well as during the school day.

During the 2004-2005 school year, West End had a variety of programs available for students. Included were English for Speakers of Other Languages, Reading Recovery, Accelerated Reader, citizenship and character education programs, classes for gifted and talented students, a computer and science lab, a literacy week, a health fair, career days, student tutors, and programs for special learners. Other services included a nurse, school psychologist, guidance counselor, and coordination with community agencies through programs such as the School Intervention Program (SciP) and Therapeutic Behavioral Services.

Students were recognized for special achievements through honor rolls, student of the month, as flag and crossing patrols, as members of the Reflections Team, attendance incentives, as well as during quarterly and annual awards programs. Students participated in a music festival, art show, science fairs, and in various literary and poster contests. Field trips, service learning, community projects, a geography club and bee, a spelling bee, a summer program for gifted students, and grant implementation expand the curriculum. Students participated in the care of a butterfly garden through the gardening club and the school curriculum.

Striving to improve professionally, teachers developed their own plan for professional growth with numerous teachers attending extra workshops, HUB training, and conferences. The school has emphasized training and is implementing Brain Research, Write from the Beginning, and Thinking Maps. Five teachers are nationally certified. Two additional teachers have applied for National Certification.

Reba Thompson, School Improvement Council Chairperson
Katherine W. Holcombe, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	91	55
Percent satisfied with learning environment	93.9%	87.9%	68.5%
Percent satisfied with social and physical environment	91.2%	81.3%	72.7%
Percent satisfied with school-home relations	88.2%	91.2%	59.3%

*Only students at the highest elementary school grade level at this school and their parents were included.